

For Reference

NOT TO BE TAKEN FROM THIS ROOM

For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex LIBRIS
UNIVERSITATIS
ALBERTAEÆSIS



UNIVERSITY OF ALBERTA
LIBRARY

Regulations Regarding Theses and Dissertations

Typescript copies of theses and dissertations for Master's and Doctor's degrees deposited in the University of Alberta Library, as the official Copy of the Faculty of Graduate Studies, may be consulted in the Reference Reading Room only.

A second copy is on deposit in the Department under whose supervision the work was done. Some Departments are willing to loan their copy to libraries, through the inter-library loan service of the University of Alberta Library.

These theses and dissertations are to be used only with due regard to the rights of the author. Written permission of the author and of the Department must be obtained through the University of Alberta Library when extended passages are copied. When permission has been granted, acknowledgement must appear in the published work.

This thesis or dissertation has been used in accordance with the above regulations by the persons listed below. The borrowing library is obligated to secure the signature of each user.

Please sign below:

THE UNIVERSITY OF ALBERTA

VOCATIONAL CHOICE ATTITUDES
AND SELF-ESTEEM

BY



RONALD THOMAS WHITESIDE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

SPRING , 1969

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Vocational Choice Attitudes and Self-Esteem" submitted by Ronald Thomas Whiteside in partial fulfillment of the requirements for the degree of Master of Education.

April 21, 1969
Date

ACKNOWLEDGEMENTS

The writer wishes to acknowledge the assistance of those who contributed to the completion of this thesis.

Sincere thanks are due to Dr. E.G. Stickel for his constructive comments and encouragement throughout the development of the study; to Dr. D. Fair and Dr. D. Wilson for their comments and interest in the study; and to the students who participated in the project and the teachers who consented to the use of their classes.

To his wife Donna, the writer wishes to express his appreciation for typing the thesis and for her constant encouragement.

TABLE OF CONTENTS

	PAGE
CHAPTER ONE. INTRODUCTION AND PROBLEM	1
INTRODUCTION	1
PROBLEM	2
HYPOTHESES	3
CHAPTER TWO. REVIEW OF RELATED LITERATURE	5
SELF-ESTEEM	5
VOCATIONAL DEVELOPMENT	6
RELATIONSHIP BETWEEN VOCATIONAL DEVELOPMENT AND SELF-ESTEEM	8
VOCATIONAL DEVELOPMENT AND SELF-ESTEEM	8
VOCATIONAL CHOICE ATTITUDES AND SELF-ESTEEM	10
EXPRESSED OCCUPATIONAL CHOICE	12
OPERATIONAL DEFINITIONS	12
SELF-ESTEEM	12
VOCATIONAL DEVELOPMENT	13
OCCUPATIONAL CHOICE: EXPRESSED AND UNDECIDED	13
CHAPTER THREE. EXPERIMENTAL DESIGN	14
SUBJECTS	14
MATERIALS	15
TEST INSTRUMENTS	15
SELF-ESTEEM MEASURE	15

	PAGE
VOCATIONAL CHOICE ATTITUDES TEST, FORM IV	17
PROCEDURE	21
STATISTICAL ANALYSIS	22
CHAPTER FOUR. RESULTS AND CONCLUSIONS	24
HYPOTHESIS I	24
TREATMENT AND FINDINGS	24
HYPOTHESIS II	26
TREATMENT AND FINDINGS	26
HYPOTHESIS III	27
TREATMENT AND FINDINGS	28
ITEM ANALYSIS	29
TREATMENT AND FINDINGS	29
CONCLUSIONS	32
CHAPTER FIVE. DISCUSSION AND IMPLICATIONS	34
DISCUSSION	34
HYPOTHESIS I	34
HYPOTHESIS II	34
HYPOTHESIS III	35
IMPLICATIONS	36
RESEARCH	36
EDUCATIONAL	36
BIBLIOGRAPHY.	38
APPENDIX I.	41
APPENDIX II.	48

ABSTRACT

In this study the relationship between self-esteem and vocational choice attitudes, the significance of differences between vocational choice attitudes compared two grades at a time, and the significance of differences between vocational choice attitudes scores for Ss with expressed occupational choice and "undecided" Ss by grade were investigated. In addition an item analysis by grade was performed to determine whether items on the Vocational Choice Attitudes test differentiated high medium and low ranked self-esteem Ss. Significant positive correlations were expected between self-esteem and the Attitude scores. Significant differences were expected between vocational choice attitudes scores compared two grades at a time. Significant differences between vocational choice attitudes scores were expected for Ss who expressed an occupational choice over Ss who were "undecided".

Fifty tenth grade, thirty-six eleventh grade, and thirty-four twelfth grade students performed both tests.

Grade ten correlation between self-esteem and vocational choice attitude scores was .487 ($P < .01$), grade eleven correlation was .153 ($P > .10$), and grade twelve correlation was $-.086$ ($P > .10$). No significant differences were found between tenth, eleventh, and twelfth grade Ss vocational choice attitudes scores. The differences between

vocational choice attitudes scores for Ss who expressed an occupational choice and Ss who were "undecided" were not significant. Some vocational choice attitude items were found to differentiate high and low self-esteem Ss. No items differentiated medium self-esteem ranked Ss from other Ss.

It was concluded that (1) self-esteem is an important factor related to vocational choice attitudes in tenth grade Ss, however other factors seem to be more important for eleventh and twelfth grade Ss; (2) vocational choice attitudes test items which differentiate high from low ranked self-esteem Ss might be used as a measure of self-esteem. Certain research and educational implications are also outlined.

CHAPTER I

INTRODUCTION AND PROBLEM

INTRODUCTION

The current study stems from the writer's consideration of how people through personal counseling become more vocationally adjusted. The congruency of a person's self-concept appeared to be an important part of his vocational development.

Vocational development is an area of utmost concern in this fast changing age. A vocation connotes a life purpose and includes both employed and non-employed activities. Wrenn (1964) puts the contemporary definition of vocation well when he states that:

What has been said about the blending of employed and non-employed work into a whole leads to the ultimate of a committed or responsible whole in which one works both for self-fulfillment and for the fulfillment of others.
(p.38)

He explains that because work is losing its power to satisfy our needs; satisfaction must be found partly in non-employed activity.

The range of vocational choices becomes increasingly larger each year. Vocational development therefore is becoming increasingly more complex. For optimal vocational development a person needs a thorough knowledge of himself.

The focus of vocational development is the self-

concept. One of the major assumptions made in vocational counseling theory is that by clarifying the self-concept vocational development is enhanced. A prerequisite to successful vocational development is the implementation of a congruent self-concept into vocational terms (Super, 1963).

Vocational development, a general term, has been separated into four group factors by Crites (1965). These four group factors are consistency of vocational choice, wisdom of vocational choice, vocational choice competencies, and vocational choice attitudes. This study is mainly concerned with the relationship between the group factor, vocational choice attitudes, and self-esteem.

PROBLEM

Vocational development as discussed by Super (1963) gives emphasis to the clarification of the self-concept. Consequently a high degree of vocational development for an individual implies similarly a congruent self-concept, or high self-esteem indicated by a small discrepancy between what a person perceives himself to be, and what he ideally would like to become. Conversely a low degree of vocational development implies an incongruent self-concept, or low self-esteem. The implication is that a correlation exists between the degree of vocational development and the degree of congruency of the self-concept. Therefore the expectation

in vocational counseling is that as a person's self-concept becomes more congruent with his "ideal" self the degree of vocational development correspondingly increases.

Hypotheses

This study is concerned with the relationship between self-esteem and vocational choice attitudes. Vocational choice attitude differences between grades will be investigated. Also the relationship between the ability to state a vocational choice and vocational choice attitudes will be explored. Specifically the hypotheses to be tested are as follows:

- (1) In each of grades ten, eleven, and twelve significant positive or negative relationships exist between self-esteem discrepancy scores and scores on a vocational choice attitudes test.
- (2) Between grades ten, eleven, and twelve significant differences exist on vocational choice attitudes scores. It is predicted that eleventh grade vocational choice attitudes score are significantly higher than the score in grade ten, that twelfth grade scores are significantly higher than the score in grade ten, and that twelfth grade scores are significantly higher than

grade eleven scores.

- (3) Students in grades ten, eleven, and twelve who indicate that they have no stated occupational choice or who are "undecided" will score significantly lower on the vocational choice attitude test than students who have a stated occupational choice.

In addition, the vocational choice attitudes test responses of the ten high, ten medium, and ten low self-esteem ranked tenth, eleventh, and twelfth grade students were analysed. The purpose of this analysis was to determine if any of the vocational choice attitudes items differentiated between high, medium, and low ranked self-esteem students for each grade inclusively.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this study, the literature on the self-concept focuses on one dimension, self-esteem. Vocational development is discussed as relevant to the theories of Super and Crites. The relationship of vocational development and self-esteem is discussed in terms of the relevance of vocational development to personality variables. Expressed occupational choice is discussed in terms of Holland's research.

SELF-ESTEEM

English and English (1958) define self-esteem as a part of the self-concept and as a person's fullest description of himself, or the fullest description of himself of which a person is capable at any given time. The emphasis in this definition is upon the person's self-knowledge and his feelings about what he conceives himself to be. Allport (1967) describes self-esteem as simply a sense of self. Elaborating he states that threats to self-esteem cause the occurrence of defense mechanisms. Maher (1966) points out that the self-concept is a cluster of specialized attitudes towards one's own person and towards others. The degree of congruency within the self-concept, Maher states, is the degree to which the perceived self is similar to the perceived "ideal" self. Wylie (1961) uses self-esteem synonymously

with congruency between self and "ideal" self or being proud of one's self, or evaluating one's attributes highly. She goes on to state that:

In fact to some theorists, optimum self-esteem or self-satisfaction is manifested by moderately small (rather than by very small or zero) discrepancies between Ss descriptions of self and ideal self on Q sorts, rating scales or adjective check lists (p.40).

Coopersmith (1967) discussing self-esteem states that:

Self-esteem is the evaluation which the individual makes and customarily maintains with regard to himself....In short, self-esteem is a personal judgement of worthiness that is expressed in the attitudes the individual conveys to others by verbal reports and other overt behavior (p.4).

Elaborating on his definition, Coopersmith points out that self-esteem is a relatively enduring estimate remaining constant for several years.

The literature in this area suggests that self-esteem is a judgemental process in which the individual examines his performance, capacities, and attributes according to his personal standards and values; thereby arriving at a decision of his worthiness. Self-esteem can be measured by examining the discrepancy between the perceived self and the perceived "ideal" self.

VOCATIONAL DEVELOPMENT

Super states vocational development is a continuous chain of choices that grow and develop simultaneously with the self-concept. A career pattern stays within the limits of an

individual's self-concept. Vocational behavior is a life-long developmental process that involves a series of choices which are limited principally by the self-concept, but which also include other factors.

Crites (1965) describes vocational development as a process which takes place throughout the period of adolescence, from age 10 to entry into adulthood. Vocational development, Crites explains, proceeds along several major behavioral dimensions. These behavioral dimensions are group factors of the general factor, vocational development. Crites (1965) discusses four group factors which are as follows:

- Consistency of Vocational Choice
- Wisdom of Vocational Choice
- Vocational Choice Competencies
- Vocational Choice Attitudes

Vocational development is hypothesized to be moderately related to each of these group factors or behavioral dimensions. Similarly each of these group factors is empirically thought to be correlated from .30 to .40 with the others. Consequently each of these group factors provides an indicator of vocational development. Each group factor is comprised of specific variables having high interrelationships within groups and moderate associations between groups. Crites has developed an Attitude test measuring the group factor, vocational choice attitudes. The Attitude test is hypothesized by Crites to be moderately correlated with vocational development.

To conclude this section on vocational development, here is a brief summary. Vocational development is seen as a continuous process rather than one critical choice. This continuous process develops concurrently with the self-concept which sets limits on an individual's vocational behavior. During the period of adolescence, from age 10 to entry into adulthood vocational development is intensified. Underlying vocational development are at least four behavioral dimensions and their specific variables. Each of these behavioral dimensions if measured might yield an approximation of vocational development.

RELATIONSHIP BETWEEN VOCATIONAL DEVELOPMENT AND SELF-ESTEEM

Vocational Development and Self-Esteem

Bohn (1966) states that vocational maturity is related to personality variables and that vocationally mature individuals are more mature in personality. Vocational choice, Segal (1961) points out, should be viewed as a concrete expression of personality. Stephenson (1961) becomes more specific when he says that choosing an occupation is a means of implementing a self-concept. Bell (1960) concurs and suggests that vocational decisions are ego-involving and require "I" projections, but when these "I" projections are inconsistent they may interfere with realistic vocational choice making. Vocational choice is seen as an expression of the personality.

The self-concept is central to the vocational choice process to the extent that a person's choice is affected by his experiencing style (Field, Kehas, and Tideman, 1963). Similarly O'Hara and Tiedeman (1959) regard the process of vocational choice as that of developing a vocational identity. Related is the concept advanced by Galinsky and Fast (1966), Beall (1967) that choosing a vocation involves a public self-definition which is not possible if one's ideas of self are shaky, distorted, and unsolidified. Vocational choice, Super (1957) states, represents a stage in life when a person must express his concept of himself; to say "I am this or that sort of person". In a summary of recent vocational guidance theory, Super (1964) concludes that self-concepts are the organizing, compromising or synthesizing factors in vocational development. Similarly, Tiedeman (1961) suggests that vocational development is a process of acting upon a conception of the self as it is expressed through vocational behavior.

There appears to be some agreement that vocational development involves the implementation of a self-identity or concept. Lack of clarity in the self-concept retards vocational development. Until the self-concept is clearly defined, stable, and congruent an individual will be incapable of making adequate vocational

development.

The writer has cited research literature which indicates that self-esteem enhances vocational development. However vocational development may promote the growth of self-esteem. The research literature on vocational development neglects this latter aspect, although the number of ego-involving jobs are increasing.

Vocational Choice Attitudes and Self-Esteem

Crites (1965) describes one dimension of vocational development, vocational choice attitudes. In the previously reported research the state of the self-concept has been shown to affect vocational development. Therefore it could be assumed that a dimension of vocational development, vocational choice attitudes would similarly be affected. That is, if the self-concept is poorly formed, it could be expected that vocational choice attitudes would be impeded. Brownfain (1952) found that Ss with stable self-concepts were better adjusted than those with unstable self-concepts. He also found that Ss with stable self-concepts had higher self-acceptance, were freer of inferiority feelings, and were less defensive. These findings indicate that Ss with stable self-concepts are more able to make choices. Dilley (1965) states that vocational maturity may reflect an increase in planning activity, acceptance of responsibility, and a general concern about the making of good decisions.

Conversely, vocational immaturity may well reflect a lack of the above characteristics. An individual with a high positive self-concept is more likely to evaluate positively his ability to make choices (Gerard, Blevans, and Malcolm, 1964). Zahran (1967) investigating Ss holding positive self-concepts and negative self-concepts found that Ss with positive self-concepts tended to score higher than Ss holding negative self-concepts on measures of cognitive clarity. In an important study, Worchel and McCormick (1963) found that Ss with high self-discrepancy scores or low self-esteem were easily threatened, and therefore were less likely to meet choice situations satisfactorily. Heider (1959) suggests that an individual will like things he does only to the extent that he has a positive evaluation of himself.

From the cited research it appears that a person with high self-esteem would similarly have a high degree of development in the group factor, vocational choice attitudes. A person with high self-esteem is (a) less threatened and more able to meet choice situations satisfactorily, (b) more able to make choices, (c) concerned about making good decisions, and (d) more likely to evaluate his choices positively. With this in mind, the present writer will attempt to ascertain whether a positive relationship exists between self-esteem and vocational choice

attitudes, a dimension of vocational development.

EXPRESSED OCCUPATIONAL CHOICE

It is hypothesized that a student who can state an occupational choice has a better conception of the vocational choice process than a student who is "undecided". Consequently a higher score on the Attitude test might be evident for those with a stated occupational choice. Holland (1961) states that a person choosing a vocation does so after first exploring his personal orientations. A second study by Holland and Lutz (1968) indicated that an expressed occupational choice predicted 34.8 percent to 83.8 percent of choices twelve months later. A better conception of the vocational choice process will manifest itself in higher scores on the Attitude test.

OPERATIONAL DEFINITIONS

Self-esteem - - - - is designated as the Spearman coefficient of rank correlation between each students ranking of his perceived self and perceived "ideal" self. A low correlation between self and "ideal" self connotes low self-esteem. A high correlation between self and "ideal" self indicates high self-esteem. The discrepancy scores have a possible range of + 1.00 to - 1.00.

Vocational Development - - - - is the total raw score on the Attitude test, form IV. Crites (1965) defines the total raw score of the Attitude test as the degree of vocational development.

Occupational Choice: Expressed and Undecided - - - - is measured by question number six on the first page of the booklet as follows:

What occupation do you plan to enter?
Be as specific as possible. If you have no
occupational choice, then put "undecided".

If a student could specify an occupational choice he had an expressed occupational choice. A student who could not specify an occupational choice was categorized as "undecided".

CHAPTER III

EXPERIMENTAL DESIGN

SUBJECTS

Grades ten, eleven, and twelve students were selected for this research since it was concerned with the pupil's vocational development before actually going out into the world of work.

Each grade represented parts of different classes. The three groups were designated by the school principal. The subjects were tested two weeks prior to the end of the school year.

The Ss were 120 tenth, eleventh, and twelfth grade students from a suburban high school. There were 50 Ss from grade ten whose mean age was 15 years and 6 months. There were 36 Ss from grade eleven whose mean age was 16 years and 6 months. There were 34 Ss from grade twelve whose mean age was 17 years and 1 month. See Table I for the breakdown of the group by age, grade and sex.

TABLE I
DISTRIBUTION OF SUBJECTS BY AGE, GRADE AND SEX

Age	N	Males	Females	Grades					
				10		11		12	
				M	F	M	F	M	F
14	1	1		1					
15	28	20	8	19	8	1			
16	42	21	21	13	8	7	12	1	1
17	29	11	18	1		7	7	3	11
18	16	8	8			2		6	8
19	2	2						2	
20	2	2						2	

Materials

For the purposes of this study all the subjects were given a booklet (see Appendix I) containing in this order:

- (1) A questionnaire sheet.
- (2) Self-esteem, perceived self.
- (3) Self-esteem, perceived "ideal" self.
- (4) The Attitude test, form IV.

A standard set of administration instructions (see Appendix II) was read to all the subjects.

TEST INSTRUMENTS

Self-Esteem Measure

The self-esteem measure provided an estimate of the discrepancy between the perceived self and the ideal

self. The discrepancy score obtained was used for the purpose of finding the relationship between self-esteem and vocational choice attitudes.

The self-rating scale was comprised of twenty self-referent items taken by the writer from a list of seventy-four which appeared in an article by Dymond (1953). The twenty self-referent items were selected by the writer on the basis of personal choice. The instrument employed in this investigation was divided into two subparts so that two rankings - a perceived self and a perceived "ideal" self were obtained. A Spearman's coefficient of rank correlation between the two rankings of self and "ideal" self yielded for each subject a self-esteem score.

In the article by Dymond (1953) the seventy-four items came from one hundred statements of a Q-sort adjustment inventory. The one hundred statements were given to two practicing clinical psychologists who were asked to sort the items into two equal piles; those the well-adjusted person would say are like him, and those the well-adjusted would say are unlike him. The two initial judges discarded twenty-six items which did not differentiate adjustment. Four new judges were asked to sort the seventy-four items to make two equal piles so that there would be thirty-seven items the well-adjusted

individual would agree were like him, and thirty-seven items that he would say were unlike him. Agreement among the judges' sortings was high. Only one judge differed on the placement of as many as four items. There remained thirty-seven positive and thirty-seven negative indicators of adjustment.

For the purposes of this study ten self-referent items were chosen by the present writer from the positive indicators, and ten from the negative indicators of the Dymond study (1953). The positive and negative indicators were alternated. Placing the positive and negative indicators in random order is, however, the best method of determining the order of the items. The same twenty self-referent items were used as a rating scale for both parts of the self-esteem measure.

Vocational Choice Attitudes Test, Form IV

The Attitude test provides one measure of vocational development. The raw scores obtained were used for the following purposes: (a) to show the relationship between vocational choice attitudes and self-esteem; (b) to indicate the differences between grades in vocational choice attitudes; and (c) to determine the differences in vocational choice attitudes held by Ss who had expressed occupational choice, and those who were "undecided".

The Attitude test of the Vocational Development Inventory consists of fifty items about an adolescent's involvement in the process of vocational choice, orientation toward the problem of vocational choice, independence in decision-making, preferences for factors in vocational choice, and conceptions of vocational choice. These five variables are hypothesized as important to vocational development. The five variables discussed by Crites (1965) are as follows:

Involvement in the choice process. This variable describes the extent to which an individual is actively involved and participating in the process of making a choice. Is a person actively concerned about choosing a vocation, or is he passively waiting? A typical item measuring this variable is as follows:

I seldom think about the job I want to enter.

Orientation toward work. This indicates the extent to which an individual is task-or pleasure-oriented in his attitudes toward work, and the values he places upon work. A typical item is as follows:

Work is worthwhile mainly because it lets you buy the things you want.

Independence in decision-making. This shows to what extent an individual relies upon others in the choice of an occupation. A typical item measuring this variable

is as follows:

If you have some doubts about what you want to do, ask your parents for advice and suggestions.

Preference for vocational choice factors. This describes the extent to which the individual bases his choice upon a specific factor. For example, does he prefer extrinsic, or intrinsic satisfaction from work. A typical item measuring preference is as follows:

The most important part of work is the pleasure which comes from doing it.

Conceptions of the choice process. This variable describes the extent to which a person has accurate or inaccurate conceptions about making an occupational choice. The individual regards vocational choice as something which he has control over, or he feels it is largely predetermined. A typical item measuring conceptions is as follows:

A person can do any kind of work he wants as long as he tries hard.

Crites (1965) explains that item selection for the Attitude test was determined by logical validity rather than by empirical validity. Vocational choice attitudes are hypothetical constructs inferable from verbal behavior.

Three criteria were used for item construction. The items were first descriptions of behavior selected

from vocational development theory. In addition, the items were written to maximize their relationship to age and grade while minimizing their association with sex differences, socio-economic status, and urban-rural residence. The concluding selection criterion was the type of item content and response format appropriate. Consequently some of the items were written in the first person -

As long as I can remember I've
known what kind of work I want to do.

Other items were written in the third person -

Choose an occupation then plan how
to enter it.

Crites (1965) found that whether items were written in the first or third person was not a significant factor. Response format was also varied. In one form of the original standardization test design a five point Likert scale was used and in the other form "true-false" alternatives were presented. The "true-false" response format provided better item discrimination between grades than a Likert scale response format.

In the standardization of the Attitude test, two forms of fifty items were employed as described in the previous paragraph. Data was gathered by Crites on five thousand male and female elementary and high school students in grades five through twelve. A reading

difficulty level of 5.96 in grade units was found for the test.

When the initial standardization of the Attitude test was completed, Crites (1965) drew several conclusions about vocational behavior.

- (1) Vocational behaviors mature with increasing grade and age during adolescence, however maturity is more closely related to grade than age.
- (2) Vocational choice attitudes as measured by this inventory are not influenced by either sex or school differences.
- (3) The eleventh grade total vocational maturity mean deviated from the general trend of vocational development, and is more like the mean of the tenth grade.

For the purposes of this study the Attitude test, form IV was used. It consisted of fifty items to be answered "true" or "false".

PROCEDURE

The investigator administered the tests to the eleventh and twelfth grade students who were assembled in a large room. Two classes of tenth grade students were given the tests by a teacher. Both administrators used a standard directions sheet. The Ss, after com-

pleting the first page of the booklet were given directions and were then told to complete the booklet. All Ss completed the booklets in thirty-five minutes.

STATISTICAL ANALYSIS

The results from this study may be considered as falling into the following three categories.

- (1) Findings regarding the relationship of self-esteem to vocational choice attitudes. This relationship was obtained by using the Spearman coefficient of rank correlation.
- (2) Findings regarding the significance of differences between vocational choice attitudes scores compared two grades at a time. These findings were obtained by using an analysis of variance.
- (3) Findings regarding the significance of the differences on vocational choice attitudes scores by grades for Ss with expressed occupational choices, and for those who were "undecided". These findings were obtained by using an analysis of variance.

In addition an item analysis was performed on the vocational choice attitudes test responses for the

ten high, ten medium, and ten low ranked self-esteem students for each grade. The items which differentiated high, medium, and low self-esteem students are reported.

CHAPTER IV

RESULTS AND CONCLUSIONS

The results are discussed in terms of the treatments and the findings for each of the three hypotheses contained in this study.

HYPOTHESIS I

In grades ten, eleven, and twelve significant positive relationships exist between self-esteem discrepancy scores and scores on a vocational choice attitudes test.

Treatment and Findings

The perceived self and ideal self ratings for each student were correlated by employing the Spearman's coefficient of rank correlation method. The computed correlations were converted to Z scores using Fisher's Z_r transformation. The ranked self-esteem Z scores for students by grades were correlated with their corresponding vocational choice attitudes scores using the Spearman's coefficient of rank correlation method. The correlation coefficient between self-esteem and vocational choice attitudes for each grade appears in Table II.

TABLE II

SPEARMAN'S COEFFICIENT OF RANK CORRELATION BETWEEN
VOCATIONAL CHOICE ATTITUDES SCORES AND
SELF-ESTEEM SCORES FOR EACH GRADE

Grade	Correlation
10	.487 *
11	.153
12	-.087

* $P < .01$

For grade ten students the correlation coefficient between self-esteem and vocational choice attitudes is significantly greater than zero at the .01 percent level. For grade eleven students the correlation coefficient is not significant at the .10 percent level. For grade twelve students the correlation coefficient is not significant at the .10 percent level.

Thus partial confirmation of Hypothesis I was obtained. In grade ten a significant positive correlation exists between self-esteem and vocational choice attitude scores. No significant positive correlation between self-esteem and vocational choice attitudes exist for grade eleven or twelve students.

HYPOTHESIS II

Between grades ten, eleven, and twelve significant differences exist on vocational choice attitudes test scores. It is predicted that eleventh grade vocational choice attitudes scores are significantly higher than the scores in grade ten, that twelfth grade scores are significantly higher than the scores in grade ten, and that twelfth grade scores are significantly higher than grade eleven scores.

Treatment and Findings

The vocational choice attitude scores for students in grades ten, eleven, and twelve were treated using a one-way analysis of variance. The means and the standard deviations of the vocational choice attitudes scores for each grade appear in Table III.

TABLE III

VOCATIONAL CHOICE ATTITUDES: MEANS
AND STANDARD DEVIATIONS
BY GRADE

Grade	Mean	Standard Deviation	Number
10	35.39	15.06	50
11	36.24	14.12	36
12	39.26	9.57	34

A one-way analysis of variance of the vocational choice attitude scores for the three groups was performed to determine whether the observed differences were significant. A summary of the analysis of variance is presented in Table IV.

TABLE IV
ANALYSIS OF VARIANCE OF
VOCATIONAL CHOICE ATTITUDES
SCORES

Source of Variation	Sum of Squares	Degrees of Freedom	Variance Estimate
Between	333.49	2	166.149
Within	21,125.25	117	180.65
Total	21,458.74	119	F= .9357

$P > .10$

As the F-ratio is not significant, Hypothesis II is not confirmed. Between grades ten, eleven, and twelve significant differences do not exist on vocational choice attitudes scores.

HYPOTHESIS III

Students in grades ten, eleven, and twelve who indicate that they have no stated occupational choice or who are "undecided" will score significantly lower on the vocational choice attitudes test than

students who have a stated occupational choice.

Treatment and Findings

The means and standard deviations of the vocational choice attitudes scores for students with expressed occupational choices and those for students who were "undecided" is presented in Table V.

TABLE V
VOCATIONAL CHOICE ATTITUDES SCORE
MEANS AND STANDARD DEVIATIONS FOR
Ss WITH EXPRESSED OCCUPATIONAL CHOICES
AND UNDECIDED Ss BY GRADE

Grade	Expressed			Undecided		
	Mean	Standard Deviation	Number	Mean	Standard Deviation	Number
10	37.90	13.31	19	34.23	16.13	31
11	38.50	12.25	17	35.40	15.85	19
12	41.00	6.49	27	35.00	16.90	7

A one-way analysis of variance of the vocational choice attitudes scores of students with expressed vocational choices and those who were "undecided" by grade was computed. A summary of the analysis of variance is presented in Table VI.

TABLE VI

ANALYSIS OF VARIANCE OF VOCATIONAL CHOICE
ATTITUDE SCORES FOR Ss WITH EXPRESSED
OCCUPATIONAL CHOICES AND UNDECIDED Ss

Source of Variation	Sum of Squares	Degrees of Freedom	Variance Estimate
Between	707.85	5	141.57
Within	20,787.34	114	182.39
Total	21,495.19	119	F= .7136

$P > .10$

As the F-ratio is not significant, it appears that Hypothesis III was not confirmed. Therefore Hypothesis III must be rejected.

ITEM ANALYSIS

An item analysis was employed to determine whether any of the vocational choice attitudes test items differentiated high, medium, and low self-esteem ranked tenth, eleventh, and twelfth grade students.

Treatment and Findings

The vocational choice attitudes test responses for the ten high, ten medium, and ten low ranked self-esteem students in grades ten, eleven, and twelve were analysed. The results were as follows:

Grade Ten The test items which differentiate high self-

esteem students from those with low self-esteem are as follows:

- (4) I guess everybody has to go to work sooner or later, but I don't look forward to it.
- (5) A person can do any kind of work he wants as long as he tries hard.
- (8) Work is worthwhile mainly because it determines how much you can earn.
- (10) I often daydream about what I want to be, but I really haven't chosen a line of work yet.
- (16) I don't know how to go about getting into the kind of work I want to do.
- (19) I don't know what courses I should take in school.
- (27) I am having difficulty in preparing myself for the work I want to do.
- (28) I know very little about the requirements of jobs.
- (29) The job I choose has to give me plenty of freedom to do what I want.
- (41) I have little or no idea of what working will be like.

(43) I really can't find any work that has much appeal to me.

(48) I keep changing my occupational choice.

A significantly greater number of grade ten students with high self-esteem selected the keyed responses to these items than those with low self-esteem. No items differentiated medium self-esteem from high or low.

Grade Eleven The test items which differentiate high self-esteem students from those with low self-esteem are as follows:

(7) Your job is important because it determines how much you can earn.

(8) Work is worthwhile mainly because it lets you buy the things you want.

(26) Working is much like going to school.

A significantly greater number of grade eleven students with high self-esteem selected the keyed responses to these items than those with low self-esteem. However a significantly greater number of low self-esteem grade eleven students selected the keyed responses to these two items.

(39) Choose an occupation which gives you a chance to help others.

(47) The most important part of work is the pleasure which comes from doing it.

Grade Twelve The test items which differentiate high self-esteem students from those with low self-esteem are as follows:

(27) I am having difficulty in preparing myself for the work I want to do.

(30) The best thing to do is to try out several jobs, and then choose the one you like best.

A significantly greater number of grade twelve students with high self-esteem selected the keyed responses to these items than those with low self-esteem. No items differentiated medium self-esteem ranked students from high or low.

CONCLUSIONS

The small relationship between self-esteem and vocational choice attitudes in grade ten is inconclusive evidence that self-esteem is a factor contributing to vocational development. It cannot be stated that a causal relationship exists between self-esteem and vocational choice attitudes.

In this study no significant differences were found between tenth, eleventh, and twelfth grade students' scores on a measure of vocational choice attitudes. It did not appear that vocational choice attitudes matured as grade level increased.

Tenth, eleventh, and twelfth grade students having expressed occupational choices do not differ significantly from students who are "undecided" about occupational choice on a measure of vocational choice attitudes. This runs contrary to the expected results.

Specific vocational choice attitudes test items differentiated between students with high and low self-esteem. There was a decreasing trend in the number of differentiating items as grade level increased. That is, in grade ten, twelve vocational choice attitudes test items differentiated between high and low ranked self-esteem and decreased to two items in grade twelve.

CHAPTER V

DISCUSSION AND IMPLICATIONS

The concluding chapter is divided into two subparts - the discussion of the three hypotheses and item analysis, and secondly the research and educational implications.

DISCUSSION

HYPOTHESIS I

Partial confirmation of Hypothesis I was obtained. A decreasing trend in the correlation from grade ten where it is highest, to grade twelve where it is the lowest was observed. The decreasing correlation may be attributable to the appearance of open-mindedness and tentativeness in the students which have superseded self-esteem as important to vocational choice attitudes. A second factor which may be conjectured to account for the downward correlation trend is the lesser importance of vocational choice attitudes in grades eleven and twelve. A small significant relationship exists between self-esteem and vocational choice attitudes for tenth grade students tested, however it appears to be less important as a factor in grades eleven and twelve.

HYPOTHESIS II

Hypothesis II was not confirmed. No significant

differences were found on vocational choice attitudes test scores between grades ten, eleven, and twelve. The eleventh grade scores are similar to the tenth grade vocational choice attitudes scores. This indicates that the eleventh grade students are as mature in vocational choice attitudes as tenth grade students. The grade twelve vocational choice attitudes scores variation is considerably higher than the grade ten and eleven score variations. The overlap of variation between grades ten, eleven, and twelve is large. It appears that there is a plateau in the development of vocational choice attitudes in grade eleven. The developmental aspect of vocational choice attitudes as shown by the differences between grades ten, eleven, and twelve is slight. The Attitudes test does not differentiate mature and less mature students on vocational choice attitudes.

HYPOTHESIS III

Vocational choice attitudes scores for students with expressed occupational choice were not found to be significantly different from scores of students who were "undecided". This result may have occurred because some students do not evaluate their choices. It does not appear from this study that a student's attitudes toward making a vocational choice differentiates students with expressed vocational choice from those who are "undecided".

IMPLICATIONS

RESEARCH IMPLICATIONS

The research implications which seem to arise from this study are as follows:

- (1) Studies might be done on other factors to discover if they are related to vocational choice attitudes scores.
- (2) Research to explore the relationship of Ss with expressed occupational choice and those who are "undecided" to self-esteem.
- (3) Research to discover problems which may retard vocational development other than low self-esteem.
- (4) Research to investigate the effects vocational development has in enhancing self-esteem.

EDUCATIONAL IMPLICATIONS

The educational implications which are related to this study are as follows:

- (1) For grade ten students the vocational choice attitudes test may be useful in pointing out students who have low self-esteem and who are making unsatisfactory vocational development. Caution should

be used in this interpretation however, as the correlation although significant was small.

- (2) The findings in this study do not support the idea that improving an individual's self-esteem in a counselling situation necessarily leads to a corresponding improvement in vocational development.

* BIBLIOGRAPHY

- Allport, G.W. Pattern and growth in personality.
New York: Holt, Rinehart, and Winston, 1967.
- Beall, L. Vocational choice: the impossible fantasy
and the improbable choice. Journal of Counseling
Psychology, 1967, 14, 86-92.
- Bell, H.M. Ego-involvement in vocational decisions
Personnel and Guidance Journal, 1960, 38, 732-736.
- Bohn, M.J. Vocational maturity and personality.
Vocational Guidance Quarterly, 1966, 15, 123-126.
- Brownfain, J.F. Stability of the self-concept as a
dimension of personality. Journal of Abnormal and
Social Psychology, 1952, 47, 597-606.
- Coopersmith, S. The antecedents of self-esteem.
San Francisco: W.H. Freeman and Co., 1967.
- Crites, J.O. Ego-strength in relation to vocational
interest development. Journal of Counseling
Psychology, 1960, 7, 137-143.
- Crites, J.O. Measurement of vocational maturity in
adolescence: Attitude test of the Vocational
Development Inventory. Psychological Monographs,
1965, 79 (2, Whole No. 595).
- Dilley, J.S. Decision-making ability and vocational
maturity. Personnel and Guidance Journal, 1965,
44, 423-427.
- Dymond, R.F. An adjustment score for Q-sorts.
Journal of Consulting Psychology, 1953, 17,
339-342.
- English, H.B., and English, A.C. A comprehensive
dictionary of psychological and psychoanalytic
terms. New York: David McKay Co., 1958.
- Ferguson, G.A. Statistical analysis in psychology
and education. (2nd ed.) Toronto: McGraw-Hill,
1966.
- * Format as per Publication manual, (3rd ed.).
Washington: American Psychological Association,
1967.

- Field, F.L., Kehas, C.D., and Tiedeman, D.V. The self-concept in career development: a construct in transition. Personnel and Guidance Journal, 1963, 41, 767-771.
- Galinsky, M.D. and Fast, I. Vocational choice as a focus of identity search. Journal of Counseling Psychology, 1966, 13, 89-92.
- Gerard, H.B., Blevans, S.A., and Malcolm, T. Self-evaluation and the evaluation of choice alternatives. Journal of Personality, 1964, 32, 395-410.
- Heider, F. Psychology of inter-personal relations. New York: Wiley, 1957.
- Holland, J.L. Some expectations of a theory of vocational choice: I one and two year longitudinal studies. Psychological Monographs, 1961, 76 (26, Whole No. 545).
- Holland, J.L. and Lutz, S.W. The predictive value of a student's choice of vocation. Personnel and Guidance Journal, 1968, 46, 428-434.
- Magnusson, D. Test theory. (Translated by Hunter Mabon). Don Mills, Ontario: Addison-Wesley, 1966.
- Maher, T.P. Self - a measureless sea. St. Louis: Catholic Hospital Association, 1966.
- O'Hara, R.P., and Tiedeman, D.V. Vocational self-concepts in adolescence. Journal of Counseling Psychology, 1959, 6, 292-301.
- Rogers, C.R. The case of Mrs. Oak: a research analysis. In C.R. Rogers and R.F. Dymond (Eds.), Psychotherapy and personality change. Chicago: University of Chicago Press, 1954, 259-348.
- Rosenberg, M. Psychological selectivity in self-esteem formation. In C.W. Sherif and M. Sherif (Eds.), Attitude, ego-involvement and change. New York: John Wiley, 1967, 26-50.
- Segal, S.J. A psychoanalytic analysis of personality factors in vocational choice. Journal of Counseling Psychology, 1961, 8, 202-210.

- Stephenson, R.R. Occupational choice as a crystallized self-concept. Journal of Counseling Psychology, 1961, 8, 211-216.
- Stephenson, W. The study of behavior: Q technique and its methodology. Chicago: University of Chicago Press, 1953.
- Super, D.E., Starishevsky, R., Matlin, N., and Jordaan, J.P. Career development: self-concept theory. New York: College Entrance Examination Board, 1963.
- Super, D.E. The psychology of careers. New York: Harper and Brothers, 1957.
- Super, D.E. A developmental approach to vocational guidance: recent theory and results. Vocational Guidance Quarterly, 1964, 13, 1-10.
- Tiedeman, D.V. Decision and vocational development: a paradigm and its implications. Personnel and Guidance Journal, 1961, 40, 15-21.
- Tiedeman, D.V. and O'Hara, R.P. Career development: choice and adjustment. New York: College Entrance Examination Board, 1963.
- Worchel, P. and McCormick, B.L. Self-concepts and dissonance reduction. Journal of Personality, 1963, 31, 588-599.
- Wrenn, C.G. Human values and work in American life. In H. Borow (Ed.), Man in a world at work. Boston: Houghton-Mifflin, 1964.
- Wylie, R.C. The self-concept: a critical survey of pertinent research literature. Lincoln: University of Nebraska, 1961.
- Zahran, H.A.S. The self-concept in the psychological guidance of adolescents. The British Journal of Educational Psychology, 1967, 37, 225-240.

APPENDIX I

1. NAME _____
 Last Name First Initial Middle Initial
2. Sex: Male _____ or Female _____
3. Birth Date: _____
 Month Day Year
4. Age in Years: _____
5. Test Date: _____
6. What occupation do you plan to enter.
Be as specific as possible. If you have no occupational
choice: then put "undecided". Please print.

Directions:-

Rank these items to describe yourself as you see yourself today from those that are least like you to those that are most like you.

- _____ I am likeable.
- _____ I put on a false front.
- _____ My personality is attractive to the opposite sex.
- _____ I often feel humiliated.
- _____ I am relaxed and nothing really bothers me.
- _____ I have a feeling of hopelessness.
- _____ I am a hard worker.
- _____ I usually feel driven.
- _____ I am a good mixer.
- _____ I am disorganized.
- _____ I am ambitious.
- _____ I am confused.
- _____ I am impulsive.
- _____ I don't trust my emotions.
- _____ I am contented.
- _____ I am shy.
- _____ I usually like people.
- _____ I have few values and standards of my own.
- _____ I am a responsible person.
- _____ I feel helpless.

Directions:-

Rank these items to describe your ideal person - the person you would most like within yourself to be. Rank these items from those that are least like your ideal person to those that are most like your ideal person.

- _____ I am likeable.
- _____ I put on a false front.
- _____ My personality is attractive to the opposite sex.
- _____ I often feel humiliated.
- _____ I am relaxed and nothing really bothers me.
- _____ I have a feeling of hopelessness.
- _____ I am a hard worker.
- _____ I usually feel driven.
- _____ I am a good mixer.
- _____ I am disorganized.
- _____ I am ambitious.
- _____ I am confused.
- _____ I am impulsive.
- _____ I don't trust my emotions.
- _____ I am contented.
- _____ I am shy.
- _____ I usually like people.
- _____ I have few values and standards of my own.
- _____ I am a responsible person.
- _____ I feel helpless.

Directions:-

There are a number of statements about occupational choice and work. Occupational choice means the kind of job or work that you will probably be doing when you finish all your schooling.

If you agree or mostly agree with the statement circle the T. If you disagree or mostly disagree with the statement circle the F.

- | | | |
|----------|----------|--|
| <u>T</u> | <u>F</u> | 1. Once you choose a job - you can't choose another one. |
| <u>T</u> | <u>F</u> | 2. In order to choose a job - you need to know what kind of person you are. |
| <u>T</u> | <u>F</u> | 3. I plan to follow the line of work my parents suggest. |
| <u>T</u> | <u>F</u> | 4. I guess everybody has to go to work sooner or later but I don't look forward to it. |
| <u>T</u> | <u>F</u> | 5. A person can do any kind of work he wants as long as he tries hard. |
| <u>T</u> | <u>F</u> | 6. I'm not going to worry about choosing an occupation until I'm out of school. |
| <u>T</u> | <u>F</u> | 7. Your job is important because it determines how much you can earn. |
| <u>T</u> | <u>F</u> | 8. Work is worthwhile mainly because it lets you buy the things you want. |
| <u>T</u> | <u>F</u> | 9. The greatest appeal of a job to me is the opportunity it provides for getting ahead. |
| <u>T</u> | <u>F</u> | 10. I often daydream about what I want to be - but I really haven't chosen a line of work yet. |
| <u>T</u> | <u>F</u> | 11. Knowing what you are good at is more important than knowing what you like in choosing an occupation. |
| <u>T</u> | <u>F</u> | 12. Your parents probably know better than anybody which occupation you should enter. |
| <u>T</u> | <u>F</u> | 13. If I can just help others in my work I'll be happy. |

- T F 14. Work is dull and unpleasant.
- T F 15. Everyone seems to tell me something different - until now I don't know which kind of work to choose.
- T F 16. I don't know how to go about getting into the kind of work I want to do.
- T F 17. Why try to decide upon a job when the future is so uncertain.
- T F 18. I spend a lot of time wishing I could do work that I know I cannot ever possibly do.
- T F 19. I don't know what courses I should take in school.
- T F 20. It's probably just as easy to be successful in one occupation as it is in another.
- T F 21. By the time you are 15 you should have your mind pretty well made up about the occupation you intend to enter.
- T F 22. There are so many things to consider in choosing an occupation - it is hard to make a decision.
- T F 23. I seldom think about the job I want to enter.
- T F 24. It doesn't matter which job you choose as long as it pays well.
- T F 25. You can't go very far wrong by following your parents' advice about which job to choose.
- T F 26. Working is much like going to school.
- T F 27. I am having difficulty in preparing myself for the work I want to do.
- T F 28. I know very little about the requirements of jobs.
- T F 29. The job I choose has to give me plenty of freedom to do what I want.
- T F 30. The best thing to do is try out several jobs and then choose the one you like best.
- T F 31. There is only one occupation for each person.

- T F 32. Whether you are interested in a particular kind of work is not as important as whether you can do it.
- T F 33. I can't understand how some people can be so set about what they want to do.
- T F 34. As long as I can remember I've known what kind of work I want to do.
- T F 35. I want to really accomplish something in my work - to make a great discovery or earn lots of money or help a great number of people.
- T F 36. You get into an occupation mostly by chance.
- T F 37. It's who you know - not what you know - that's important in a job.
- T F 38. When it comes to choosing a job - I'll make up my own mind.
- T F 39. Choose an occupation which gives you a chance to help others.
- T F 40. When I am trying to study I often find myself day-dreaming about what it will be like when I start working.
- T F 41. I have little or no idea of what working will be like.
- T F 42. Choose an occupation - then plan how to enter it.
- T F 43. I really can't find any work that has much appeal to me.
- T F 44. Choose a job in which you can someday become famous.
- T F 45. If you have some doubts about what you want to do - ask your parents or friends for advice and suggestions.
- T F 46. Choose a job which allows you to do what you believe in.
- T F 47. The most important part of work is the pleasure which comes from doing it.
- T F 48. I keep changing my occupational choice.
- T F 49. As far as choosing an occupation is concerned - something will come along sooner or later.
- T F 50. Why worry about choosing a job when you don't have anything to say about it anyway.

APPENDIX II

ADMINISTRATION DIRECTIONS

There should be six pages in your booklets. Check to see that you have six pages. Now look at page 1. (Go through with the students)

- (1) Print your last name then your first and middle initials.
- (2) Check whether male or female.
- (3) Month - day - year you were born.
- (4) Age in years.
- (5) Test date: June 3-1968.
- (6) State your occupational choice or if you have no occupational choice write "undecided". Please print

In the space below number six please state-

- (1) The grade you are in now.
- (2) Write whether you are on the matric or non-matric program.

When all the students have completed page 1 then ask them to turn to page 2. Read the directions at the top of page 2 to the students, The directions are as follows:

Rank these items to describe yourself as you see yourself today from those that are least like you to those that are most like you. Whatever item you decide is number one is the item least like you. Whatever item you decide is number twenty is the item most like you. as you are today. Rank all the items

from 1 to 20 - do not leave any blanks and be sure you do not repeat any numbers. Place the numbers in the spaces provided beside each of the twenty items. When you have completed page two then go on to page three. Read the directions-then rank these items. When you have completed page three do the remaining part of the booklet. Are there any questions?

When the students understand what is to be done and there are no more questions tell them to begin.

B29914